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| 1. What is our purpose? |
| To inquire into the following:  1. **Transdisciplinary Theme**   WHO WE ARE   1. **Central Idea**   Human beings build relationships within different social groups.  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy**: Performance Assessment  **Tool**: role-play, customes, puppets,  **Description:** Children will make groups of different number.  **Prompt**: The children will role-play a family. Make sure that all members of the family interact with each other. Finally, show the different social groups to which each member belongs besides that family.    **Evidence:** the children gave examples of different families, they were able to give reasons, and they also said what they needed to be part of a social group. |

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| **Class/Grade:** Kinder | PYP Planner |
| **Age Group:** 5-6 |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Date:** August 31st to October 1st 2009 | |
| **Teachers:** Fernando Arce, Chachi Cabal, Aura María Caicedo, Pilar Clavijo, Elaine Escobar, Clara Inés Flecher, Martha Parra, Claudia Madriñán, Claudia Herrera, Ivonne Muñoz, Ana Patricia Ortiz, William Osorio, María Elena Valencia, Juan Guillermo Velásquez & Sidey Viedman. | |
| **Proposed Duration:**  hours over 5 weeks | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?  CONNECTION   * Relationship | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * Different social groups to which I belong. * What makes me part of a social group. * Different kinds of families. | |
| What teacher questions/provocations will drive these inquiries?  Provocation  The teachers will pretend to be children and play “Agua de Limón” in a circle keeping in mind 3 different social groups (Family, football team and class group). In each of them they will represent a situation where building relationships will be the main focus. | |

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| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  Prior Knowledge-Spanish: the children will watch the story “Tristón & Tristonga” and discuss the following questions: “¿Qué son los grupos sociales?” “¿Qué se debe hacer para pertenecer a un grupo social?” “¿Cuáles grupos sociales conoces?” Their answers will be registered and given to the classroom teachers.  Skills- Formulating Questions (the teacher will ask the children if they know about “Parental Care”, then they tried to predict what it is, after that the children will observe examples in the barn about “Parental Care” and finally they will come up with their own definitions and ask questions about this topic.    **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**   * Different social groups to which I belong.   Activity: Children will identify the social groups by colouring them on the sheet given.  Strategy: Selected response  Tool: Checklist   * What makes me part of a social group.   Activity: The teachers will ask the children why they believe they are part of a social group.  Strategy: Observation  Tool: Anecdotal Record   * Different kinds of families.   Activity: On a sheet of paper the children will draw the different kinds of families they recall.  Strategy: Open-ended task.  Tool: Rubric, checklist | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  PSE- “My new special friends I, II, III, IV, and V”: Heart puzzle from Tribes.  SOCIAL STUDIES- reading “Different Kinds of Families” book to identify different kinds of families within their own group.  -Different social groups to which I belong: the children will share different social groups to which they belong and define what a social group is.  - Ice Age I forum. (Keep in mind: how can we become part of a group)  -Field trip to Club Deportivo Cali: children will interview some football players from this Social group.  - Expert´s speech: Cristine Riani and Angela Cruz, they will present the PTA as a Social group and children will ask questions about it.  SCIENCE- Parental care, the children will watch some videos about animals taking care of their babies and they will compare some animals in relation to Parental care.  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Transdisciplinary Skills:**  **Communication**   * Listening (L2) Following directions, basic commands in the classroom. Children will listen to others’ reports when they socialize their homework assignments. * Speaking (L1) “Función expresiva y emotiva de la lengua” through narrative rhyme the children will share their own experience making connections with the text worked.   **Research**   * Formulating questions (L1) Modalidad oracional-interrogación. Children will learn some key words and intonation to ask questions and will put them into practice during an activity lead by Juan Guillermo (Parental Care observation around the School). They will also interview their friends using these key words and ask questions about the Social Groups to which they belong. * **Self-Management** * Codes of behaviour (P.S.E.) Classroom rules. Teachers will present the 5 classroom rules (one per day), talk about each one and draw an example about them in their writing notebooks. Children will revise them daily and have a copy of them in their agendas.   (P.E.) Safety rules. P.E. teachers will present the rules and children will work on them and apply them appropriately during swimming classes.  **Social**   * **adopting a variety of group roles** (P.S.E.) Afectividad Sentido de pertenencia: “La Manada” the children will get together and choose the classroom animal, which will represent them as a group.   **Learner Profile**  ATTRIBUTES    ATTITUDES   * Respect * Cooperation |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  Expert´s speech: Cristine Riani  Ice Age I scenes from film  Book: Different Kinds of families  Cut-outs from magazines  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?** |

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| **6. To what extend did we achieve our purpose?-** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**   1. Different social groups to which I belong.  * “Stuffed toys” : in teams the children will share their likes/dislikes, and their positive characteristics. |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.** |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?  They realize that everybody is different.  They learnt about themselves and respect others traditions. |

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| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**   * Develop an understanding of the concepts identified in “What do we want to learn?”   Homework assignment traditions at home   * Develop particular attributes of the learner profile and/or attitudes?   **Profile**  **Attitudes:**  **Respect**  **Cooperation**  **In each case, explain your selection** |

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| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  **What student–initiated actions arose from the learning?**  [Please begin typing here] |

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| **9. Teacher notes** |
| * **SUMMATIVE**: Have in mind Blooms Taxonomy when planning the Performance Assessment: a real life application-3rd level (ponerse en un marco mental de la vida real). * Los enduring understandings deben reflejarse en el Summative Assessment. * Parental care: might be confusing. The science focus should be on examples of animals taking care of their babies, not comparing them. * We should start the school year with a “more catchy” unit. This unit is too demanding for early kindergarteners. * Social Studies learning experiences planned were proper and effective. * It would be better not to ask about parents’ social groups as a homework (it can confuse them), instead we can elicit that from them in class. * We should use the library and ICT as Research Resources. * Continue the prior knowledge in Spanish and use it for planning the next steps of the inquiry. * We have to work on “What do you want to learn?” and “How do you want to learn?” |